



English

Long Term Plans

English Faculty

Head of Faculty: Floella Grosvenor

Date of last review: June 2020

English Schedule OTS Foundation Stage (KS2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	<p>Notes: Each Half-Term block represents approximately 5 Lessons (45 minutes each) over 6 weeks.</p> <p>Monster Phonics is designed as a whole-class scheme for children in Reception and Key Stage 1 and as an intervention in Key Stages 1 and 2, with all resources mapped against the Letters & Sounds phases 1 to 6 and the KS1 Spelling Curriculum.</p> <p>The colour-coded grapheme system is unique to Monster Phonics; each coloured grapheme is paired with a monster character that makes the same sound to give audio-visual prompts that help children 'see' each sound within a word and pronounce it correctly. The monsters are really sound cues to help children remember how to read and pronounce graphemes.</p>					
Schedule A	<p>Title: Graphemes and HFWs.</p> <p>Context: One week themes use stories to highlight graphemes and activities include art, role play, simple reading and writing tasks and phonics games.</p> <p>Banding: FLS 1-7</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Graphemes and HFWs.</p> <p>Context: One week themes use stories to highlight graphemes and activities include art, role play, simple reading and writing tasks and phonics games.</p> <p>Banding: FLS 1-7</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Blending graphemes to read and segmenting words to spell.</p> <p>Context: The focus of term 2 is on blending graphemes to read and segmenting words to spell.</p> <p>Banding: FLS 1-7</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Blending graphemes to read and segmenting words to spell.</p> <p>Context: The focus of term 2 is on blending graphemes to read and segmenting words to spell.</p> <p>Banding: FLS 1-7</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Digraphs and HFWs.</p> <p>Context: Term 3 addresses the gap between the Letters & Sounds and the KS1 Spelling Curriculum by introducing the phase 3 digraphs.</p> <p>Banding: FLS 1-7</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Digraphs and HFWs.</p> <p>Context: Term 3 addresses the gap between the Letters & Sounds and the KS1 Spelling Curriculum by introducing the phase 3 digraphs.</p> <p>Banding: FLS 1-7</p> <p>Progression Area: Phonological and phonemic awareness.</p>
Schedule B	<p>Title: Graphemes, CEWs, HFWs, spelling rules and formative assessment set 1.</p> <p>Context: Term 1 teaches NC Year 1 graphemes, all of the Year 1 CEWs and the first 100 HFWs.</p> <p>Banding: Step 1-3</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Graphemes, CEWs, HFWs, spelling rules and formative assessments set 2 & 3.</p> <p>Context: Term 1 teaches NC Year 1 graphemes, all of the Year 1 CEWs and the first 100 HFWs.</p> <p>Banding: Step 1-3</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Graphemes, HFWs, spelling rules and formative assessments set 4 & 5.</p> <p>Context: Term 2 teaches the remainder of the NC Year 1 graphemes and the next 200 HFWs.</p> <p>Banding: Step 1-3</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Graphemes, HFWs, formative assessment set 6 and grapheme revision lessons.</p> <p>Context: Term 2 teaches the remainder of the NC Year 1 graphemes and the next 200 HFWs.</p> <p>Banding: Step 1-3</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Phonics screening check and graphemes.</p> <p>Context: Term 3 starts with preparation for the Year 1 phonics screening check, using real and word reading activities and a mock phonics screen.</p> <p>Banding: Step 1-3</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Graphemes, spelling rules, HFWs and CEWs.</p> <p>Context: This half of the term continues with revision of the Year 1 graphemes. Spelling rules, HFWs and CEWs are recapped in the last 3 weeks.</p> <p>Banding: Step 1</p> <p>Progression Area: Phonological and phonemic awareness.</p>
Schedule C	<p>Title: Graphemes, homophones/near homophones and spelling rules.</p> <p>Context: This half of the term teaches some of the NC Year 2 graphemes. It also focuses on spelling rules, including the rules for adding vowel suffixes - the drop e and double consonant rules.</p> <p>Banding: Step 2-4</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Spelling rules, formative assessment set 1, graphemes and CEWs.</p> <p>Context: This half of the term teaches the remainder of the NC Year 2 graphemes, the Year 2 CEWs and the spelling rule for adding a vowel suffix.</p> <p>Banding: Step 2-4</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Spelling rules, formative assessment set 2 and grapheme revision lessons.</p> <p>Context: Term 2 completes the teaching of spelling rules with a focus on consonant suffixes, contractions and possessive apostrophes.</p> <p>Banding: Step 2-4</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Grapheme revision lessons.</p> <p>Context: Daily activities set out in the Worksheet check for gaps in learning, further reinforce word lists, practise grammatical rules and dictation.</p> <p>Banding: Step 2-4</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Grapheme revision lessons.</p> <p>Context: This half of the term focuses on the revision of the NC Year 2 graphemes.</p> <p>Banding: Step 2-4</p> <p>Progression Area: Phonological and phonemic awareness.</p>	<p>Title: Grapheme revision lessons, CEWs, homophones and spelling rules.</p> <p>Context: Term 3 completes the revision of the NC Year 2 graphemes. The focus for the remaining 4 weeks is on CEWs, homophones and spelling rules.</p> <p>Banding: Step 2-4</p> <p>Progression Area: Phonological and phonemic awareness.</p>

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Schedule D	<p>Title: Functional Skills</p> <p>Context: Scheme of Work-12 weeks.</p> <p>Banding: 2-8</p> <p>Progression Area: Develop knowledge, awareness, Gain practise through exercises.</p>	<p>Title: Functional Skills</p> <p>Context: Scheme of Work-12 weeks.</p> <p>Banding: 2-8</p> <p>Progression Area: Develop knowledge, awareness, Gain practise through exercises.</p>	<p>Title: Harry Potter and the Philosopher's Stone.</p> <p>Context: A fantasy novel written by JK Rowling. There are specific activities to teach grammar, punctuation and vocabulary but teachers will identify further opportunities to meet the needs of the children in their classes.</p> <p>Banding: 2-8</p> <p>Progression Area: Reading, SPAG, Communication</p>	<p>Title: Harry Potter and the Philosopher's Stone.</p> <p>Context: A fantasy novel written by JK Rowling. There are specific activities to teach grammar, punctuation and vocabulary but teachers will identify further opportunities to meet the needs of the children in their classes.</p> <p>Banding: 2-8</p> <p>Progression Area: Reading, SPAG, Communication</p>	<p>Title: Roman Rescue</p> <p>Context: A fantasy Adventure book that also helps children explore the ancient history of ancient Rome. There are specific activities to teach grammar, punctuation and vocabulary.</p> <p>Banding: 2-8</p> <p>Progression Area: Reading, SPAG, Communication</p>	<p>Title: The Curse of Cogston House.</p> <p>Context: Everyone had a story about Cogston House. No one quite knew what was true and what was rumour. There are specific activities to teach grammar, punctuation and vocabulary.</p> <p>Banding: 2-8</p> <p>Progression Area: Reading, SPAG, Communication</p>
Schedule E	<p>Title: The Twits</p> <p>Context: Pupils will develop their understanding of the themes presented in the novel, and the methods in which they are presented. Through a variety of tasks, pupils will consider the character development alongside the critical issues within the novel.</p> <p>Banding: 4-8</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Robin Hood</p> <p>Context: Pupils will develop their learning on myths and legends as well as broadening their reading across different platforms of fiction. This SOW also focuses on SPAG and character development in writing..</p> <p>Banding: 4-8</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Matilda</p> <p>Context: The range of activities in this unit of work offer opportunities for the teaching of reading and writing skills based on the novel Matilda by Roald Dahl. There are specific activities to teach grammar, punctuation and vocabulary.</p> <p>Banding: 4-8</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Matilda</p> <p>Context: The range of activities in this unit of work offer opportunities for the teaching of reading and writing skills based on the novel Matilda by Roald Dahl. There are specific activities to teach grammar, punctuation and vocabulary.</p> <p>Banding: 4-8</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Mr Stink</p> <p>Context: The range of activities in this unit of work are intended to suggest opportunities around the novel Mr Stink by David Walliams which can be used in Literacy and across the curriculum.</p> <p>Banding: 4-8</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Stone Cold</p> <p>Context: Through a variety of tasks, students will consider the character development alongside the critical issues within the novel. They will also develop their own writing skills.</p> <p>Banding: 4-8</p> <p>Progression Area: Reading & Writing</p>
Schedule F	<p>Title: Boy</p> <p>Context: KS3 Nonfiction unit – Biography and Autobiography. Learning evident in lessons one and two where pupils discuss their knowledge of biography, autobiography and Roald Dahl. Opportunities for APP can be found in lessons 4,5,6,7 and 10</p> <p>Banding: 4-9</p> <p>Progression Area: Reading & Writing</p>	<p>Title: War Horse</p> <p>Context: Students will draw on historical relevance of the book and this SOW will coincide with a topic on WW1. Students will investigate field specific language and be introduced to detailed descriptions and then evaluate what impact these have on the reader.</p> <p>Banding: 4-9</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Skellig</p> <p>Context: Context: Students will build key comprehension skills including identifying the sequence of story events and recognizing the cause-and-effect relationships of these events in the development of a narrative in the book by David Almond.</p> <p>Banding: 4-9</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Treasure Island</p> <p>Context: Read and compare extracts from Treasure Island original book, abridged versions, 1950s film and parody (Muppet Treasure Island), identifying features of older texts and inferring information.</p> <p>Banding: 4-9</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Avatar</p> <p>Context: Media Film text-Focuses on Characters, Setting., Props...lends itself to Creative Writing and developing skills around AO5 and AO6 for the Language GCSE. This can also be used as an introduction to Media.</p> <p>Banding: 4-9</p> <p>Progression Area: Reading & Writing</p>	<p>Title: An Introduction to Shakespeare</p> <p>Context: Students will understand the conventions of Tragedy, Comedy and History and recognise the phrases he created that are still used today in English. This SOW ensures students are familiar with the writer and some of his work..</p> <p>Banding: 4-10</p> <p>Progression Area: Reading & Writing</p>
Schedule G	<p>Title: Animal Farm</p> <p>Context: Students will be introduced to Fables and the methods used to create a fable. Students will also consider the themes presented in the novel and explore the social, cultural and historical context behind them.</p> <p>Banding: Steps 5-7</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Holes</p> <p>Context: Students will build key comprehension skills including identifying the sequence of story events and recognizing the cause-and-effect relationships of these events in the development of a narrative.</p> <p>Banding: Steps 6-8</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Private Peaceful</p> <p>Context: Students will read key passages from the 'Private Peaceful', both as shared text and within groups. They will respond analytically and creatively showing understanding of themes and narrative structures within the novel</p> <p>Banding: Steps 6-8</p> <p>Progression Area: Reading & Writing</p>	<p>Title: The Boy in the Striped Pyjamas</p> <p>Context: Students will examine the significance of the title of the novel and each chapter. Explore themes involving boundless friendship, childhood innocence, denial, and ethics. Discuss the author's use of puns and wordplay and</p> <p>Banding: Steps 8-10</p> <p>Progression Area: Reading & Writing</p>	<p>Title: Of Mice and Men</p> <p>Context: The activities and ideas within these lessons will help students to develop a close understanding of the text, explore its social, cultural and historical contexts, consider Steinbeck's ideas and perspectives, and analyse his use of</p> <p>Banding: Steps 8-10</p> <p>Progression Area: Reading & Writing</p>	<p>Title: The Hunger Games</p> <p>Context: Students will develop their understanding of the themes presented in the novel, and the methods in which they are presented. Through a variety of tasks, students will consider the character development alongside</p> <p>Banding: 7-10</p> <p>Progression Area: Reading & Writing</p>

English Schedule OTS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	<p>Notes: Each Half-Term block represents approximately 4-5 Lessons a week(45 minutes each) over 6-7 weeks.</p> <p>The Eduqas specification for y10 and y11 students enables learners to: read a wide range of texts, fluently and with good understanding, read critically, and use knowledge gained from wide reading to inform and improve their own writing ,write effectively and coherently using Standard English appropriately , use grammar correctly, punctuate and spell accurately, acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology,1 and linguistic conventions for reading, writing and spoken language.</p> <p>In addition, it enables learners to: listen to and understand spoken language, and use spoken Standard English effectively.</p> <p>Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.</p>					
GCSE Schedule Year 1	<p>Title: Literature: Component 1, Section A Introduction to Shakespeare Language: Component 1, Section A Reading 20th Century Prose Extract</p> <p>Context: Introduction to Shakespeare Language: Component 1, Section A</p> <p>Banding: Steps 9-11</p> <p>Progression Area: Students develop the following assessment objectives for both components. Read, understand and respond to texts.</p>	<p>Title: Literature: Component 1, Section A Shakespeare In depth study of Romeo and Juliet</p> <p>Context: In depth study of an extract-based question and one essay question on the text as a whole, knowledge and understanding of a Shakespeare text.</p> <p>Banding: Steps 9-11</p> <p>Progression Area: : Students develop the following assessment objectives. Read, understand and respond to texts.</p>	<p>Title: Literature: Component 2, Section B 19th Century prose : A Christmas Carol 4 weeks Language: Component 1, Section B Prose writing: Creative</p> <p>Context: A Christmas Carol (Dickens) <u>Section B Prose Writing</u> This section will test creative prose writing through one 40-mark task.</p> <p>Banding: Steps 9-11</p> <p>Progression Area: Students develop the following assessment objectives. Read, understand and respond to texts. S</p>	<p>Title: Literature: Component 2, Section B , 19th Century prose : A Christmas Carol</p> <p>Context: A Christmas Carol (Dickens)</p> <p>Banding: Steps 9-11</p> <p>Progression Area: Students develop the following assessment objectives. Read, understand and respond to texts.</p>	<p>Title: Literature: Component 1, Section B, Componen2, Section C. Poetry anthology Language: Component 2, Section B Transactional / Persuasive writing</p> <p>Context: Section B: Poetry from 1789 to the present day</p> <p>Banding: Steps 9-11</p> <p>Progression Area: Students develop the following assessment objectives. Read, understand and respond to texts.</p>	<p>Title: Literature: Component 1, Section B, Component 2, Section C. Poetry anthology Language: Revision</p> <p>Context: Section B: Poetry from 1789 to the present day</p> <p>Banding: Steps 9-11</p> <p>Progression Area: Students develop the following assessment objectives. Read, understand and respond to texts.</p>

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Half-Term block	<p>Notes: Each Half-Term block represents approximately 4-5 Lessons a week(45 minutes each) over 6-7 weeks.</p> <p>The Eduqas specification for y10 and y11 students enables learners to: read a wide range of texts, fluently and with good understanding, read critically, and use knowledge gained from wide reading to inform and improve their own writing ,write effectively and coherently using Standard English appropriately , use grammar correctly, punctuate and spell accurately, acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology,1 and linguistic conventions for reading, writing and spoken language.</p> <p>In addition, it enables learners to: listen to and understand spoken language, and use spoken Standard English effectively.</p> <p>Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.</p>					
GCSE Schedule Year 2	<p>Title: Literature: Component 2, Section A Post 1914 Prose/Drama</p> <p>Context: Blood Brothers <u>or</u> The Curious Incident Of The Dog In The Night Time.</p> <p>Banding: Steps 10-11</p> <p>Progression Area: Read, understand and respond to texts.</p>	<p>Title: Language: Component 2, Section A Reading 19th and 20th century Non-fiction Language: Component 3 Spoken Language presentation/speech</p> <p>Context: This section will test through structured questions the reading of two high-quality unseen non-fiction texts. Speaking and Listening: Present information and ideas: One presentation/speech, including responses to questions and feedback</p> <p>Banding: Steps 10-11</p> <p>Progression Area: Identify and interpret explicit and implicit information and ideas.</p>	<p>Title: Literature: Revision Post 1914 set text Poetry anthology and Unseen Poetry comparison skills</p> <p>Context: Section B Poetry from 1789 to the present day Component 2C: This assessment will ask learners to consider two unseen poems from the 20th and/or 21st centuries.</p> <p>Banding: Steps 10-11</p> <p>Progression Area: Read, understand and respond to texts.</p>	<p>Title: Language: Revision Component 1 and 2 as required</p> <p>Context: Component One: This section will test through structured questions the reading of an unseen extract from one 20th century literary prose text. Component Two: This section will test through structured questions the reading of two high-quality unseen non-fiction.</p> <p>Banding: Steps 10-11</p> <p>Progression Area: Identify and interpret explicit and implicit information and ideas.</p>	<p>Title: Literature: revision Component 1 and 2 as required</p> <p>Context: Component One: Section A Shakespeare Romeo and Juliet. Section B Poetry 1789 to the present day Component Two: Section A Post 1914 Prose/Drama Curious Incident of the Dog in the Night time or Blood Brothers. Section B 19th Century Prose A Christmas Carol (Dickens)</p> <p>Banding: Steps 10-11</p> <p>Progression Area: Read, understand and respond to texts.</p>	<p>Title: Examinations</p> <p>Context: Examinations</p>